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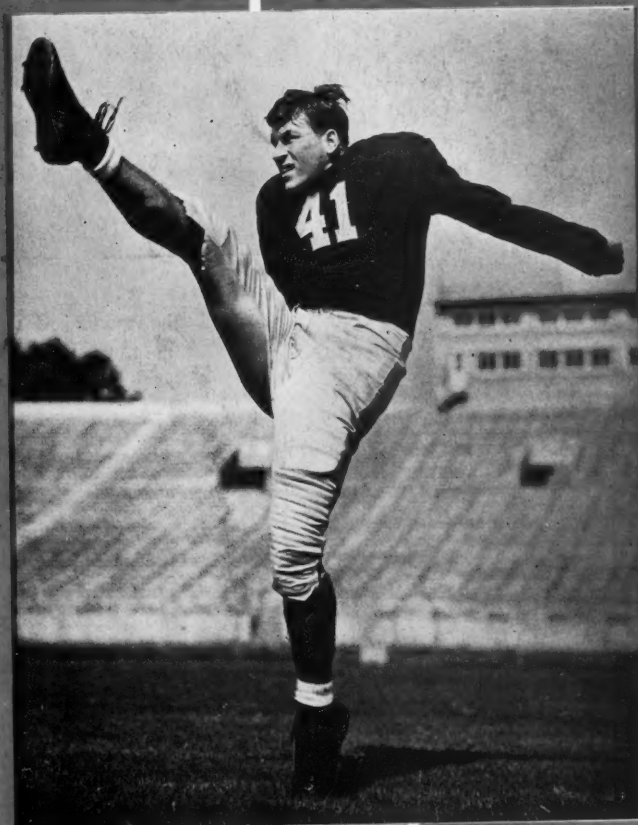
VOL. VII

A Magazine for Coaches, Players, Officials and Fans

NO. 2

October, 1944

20c



Penetrating the Zone Defense

Gus Tebell

A Man-in-Motion Series

Harry Mehre

Postwar Wrestling

Lt. H. E. Kennedy, U.S.N.R.

Southern Schools

Jesuit High School
New Orleans, Louisiana



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Southern COACH & ATHLETE

A Magazine for Coaches, Players, Officials and Fans



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EDITOR & PUBLISHER

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Volume VII

October, 1944

Number 2

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Southern Schools

JESUIT HIGH SCHOOL

NEW ORLEANS, LOUISIANA

NOT long ago a friend of Jesuit High School in New Orleans characterized the school by saying, "Jesuit High is a school with its feet deep in the past, its head and shoulders above the present, and its eye scanning the future." It was a fine compliment and contained more truth than flattery.

For most people agree that a school, like an army, is sparked by its traditions. Its glorious past is at once both a spur and a challenge to its daring conquest of the future. It is tradition, nobly tailored, that fashions the pattern of a school's endeavor. That is why schools, like armies, have their own distinctive flags and songs. These things unfurl the traditions of past generations before the eyes of the present and say in a language that no youth can misunderstand, "Measure up!"

Jesuit High School is run by the Jesuit Fathers—men whose teaching and spiritual ancestry leap back over four centuries of time and span the Atlantic ocean. Their founder was the quondam Spanish caballero, Ignatius Loyola, better known as the soldier-saint! It was this 16th century conquistador who laid aside his armor to found a spiritual army that would do battle in the arena of the soul. His weapons were to be teaching and preaching, writing and research; his battleground, the whole world! The history of the Society of Jesus, fanning out over four centuries

and covering every continent and country on the face of the earth, is the flowery wreath that the world must lay at the feet of Ignatius Loyola.

Look at America. The history of Our Land of the Free is inextricably bound up with the early Jesuit missionaries, explorers and cartographers. The first Jesuits set out for Florida in what is now continental United States in 1568. The first textbooks of any kind to be written within the territory of the present United States was the work of the Jesuits Domingo and Baez, one of whom in 1570 published a catechism for religious instruction and the other, in the same year, a grammar of the Indian (Guale) language in present day Georgia. Mexico and Peru possessed a University and numerous schools more than a century before Harvard or any other American university of high learning opened its doors, simply because the Jesuits were arriving there in numbers.

It was a Jesuit Priest, Father James Marquette, Wisconsin's representative in Statuary Hall at Washington, who was the discoverer and explorer of the mighty Father of Waters, the Mississippi river, in 1673. It was the Jesuit, Eusebio Kino, the hard riding "Padre on horseback," whose exploits in the last half of the 17th century in the American southwest as missionary, rancher and explorer, have been magnificently traced by Professor Herbert Bolton of the University of Cali-



Center entrance, Jesuit High School



Blue Jay Marine Band, Conductor Professor Michael M. Cupero in foreground

fornia. It was a Jesuit Priest, Pierre Jean DeSmet, the "White Indian," explorer-map-maker of the West, whom our American Government in the last half of the 19th century frequently called on to act as its intermediary with the Indians of the great American West. Because DeSmet was the only white man to whom the Sioux and their tribesmen would give ear. In a word, wherever explorers of the North or South American continents went, Jesuit missionaries either went before or with them. They were with the English colonists in Maryland, with the French in Canada and the Northwest, with the Spanish in the Southeast and Southwest of America as well as in all of South America. Little wonder that the historian Bancroft could write, "Not a cape was turned, not a river entered but a Jesuit led the way."

Today the chief work of the Jesuits in America is in conducting high schools, colleges and universities. The total number of Jesuits in America today, either pursuing their studies or actively engaged in teaching is close to 6,000. They form the largest and most compactly unified educational group in America. They operate, throughout the United States, 25 colleges and universities and 37 high schools, scattered throughout the length and breadth of America from Maine to California, and from Washington to Florida. In 1942, the number of college students enrolled in their institutions of higher learning was 52,827 and the number of boys in their high schools throughout the nation was 16,909. Their Alumni in America, be-

ginning with the famous signer of the Declaration of Independence, Charles Carroll of Carrollton, have been illustrious in every walk of American professional, scientific, business and civic life. The Jesuit's educational methods are thorough and progressive. In an educational sense they believe more in **formation** than **information**; in forming the mind and will of the student as an instrument for clear thinking and vigorous acting rather than as a storehouse to be crammed with isolated and bewildering bits of information and facts. That the Jesuits should be classed among the very best educators of the country is not much cause for surprise. Not when you remember that the Jesuit Order demands of each of its members fifteen years of study and educational training, above the high school level, and under its own tutelage, before putting the final stamp of approval upon a teacher as fully equipped to go out and teach the youth of America in high school and university.

Although the Jesuits had been in Louisiana earlier, it was not until 1723 when Louisiana was detached from the Province of Canada and given a separate civil government that the Jesuit Fathers set up a missionary base in New Orleans, from which they worked outward and up the Mississippi Valley among the Indians. Within a few years several of the Missionaries had lost their lives at the hands of hostile Indians.

Perhaps it is worth more than a passing mention to note that the Jesuits of Louisiana introduced into Louisiana the cultivation of indigo



Reception of city championship trophy presented by American Legion Post at Higgins Industries.

Left to right: Andrew J. Higgins, president Higgins Industries, New Orleans; Ray Coates, captain undefeated Jesuit football team 1943; G. Gernon Brown, coach; Rev. W. Patrick Donnelly, S.J., Principal Jesuit High School.



but, due to the dampness of the climate, the project did not prosper. It was also the Louisiana Jesuits who introduced into Louisiana the fig tree from Provence, France, and the orange tree from Hispaniola. Most of all, however, Louisiana is indebted to the early Jesuit priests for the introduction of what is today Louisiana's number one crop, sugar cane! The Jesuits first brought sugar cane to Louisiana in 1751, opening a small plantation for its cultivation on the banks of the Mississippi a little above the city of New Orleans.

Due to the vicissitudes of history, it was not until 1848 that the present Jesuit High School in the city of New Orleans was able to get under way. It was first called the College of the Immaculate Conception and from its origin until 1926, when the present buildings were occupied, the school was located in the downtown business district on the corner of Baronne and Common streets. For close to a century Jesuit High School has occupied an enviable place in the educational life of the citizenry of New Orleans. For decades it has sent forth graduates to fill posts of high responsibility.

Perhaps the most nationally famous of the many notable Jesuit High School alumni is Edward Douglas White, who served America well as the head of the highest court of the nation, Chief Justice of the United States Supreme Court. Young Edward Douglas White (his father, Edward White, was well known as the seventh governor of the state of Louisiana), after leaving high school,

served with the Confederate Army in the Civil War. Six years after his admission to the Louisiana bar, he was in 1874 elected State Senator. He subsequently served on the bench of the Supreme Court of Louisiana for a period of 12 years and made his first appearance in Washington when he was elected Senator from the State of Louisiana. In 1894 he was appointed Associate Justice of the United States Supreme Court by President Cleveland. Sixteen years later in 1910 he was named Chief Justice of the Supreme Court by President Taft. "By the time of his death," says one author, "he had acquired the reputation, among those competent to judge, to have been the greatest authority on the civil law who has graced the United States Supreme Court in its history."

The enrollment of Jesuit High School today is kept between 700 and 800 students as the ideal number for the proper and efficient work of high school education. Its scholastic excellence is of the very highest.

An important part of the Jesuit educational method consists in the element of student competition and no less than nineteen medals and trophies are annually offered in open scholastic competition. These medals cover every subject taught in high school from algebra and physics to history and public speaking. Incidentally, this year's winner of the State and Regional Finals in the annual American Legion oratory contest was Mr. Ewert Cousins of Jesuit High School.

ATHLETICS

School spirit, someone has said, is to a school what 16-inch guns are to a battleship, or what wings are to an airplane. It gives a school both firing power and lifting power! Perhaps it is the famous school spirit of the "Blue Jays" combined with their competitive type of education that has made them a power to be reckoned with in every city and state athletic contest or championship.

New Orleans, with its numerous and large public and private high schools for boys, is a city in which athletic competition is on a very high level. Looking over the record for the past 15 years, say since 1930, this is the story that the books tell of Jesuit High School in city and State athletic competition. In those 15 years the Jesuit "Blue Jays" have won the New Orleans City Prep Championship in football seven times; in the same period they also won the Prep football championship of the State of Louisiana four times and twice they were the runner-up in the try for the State crown.

In baseball, since 1930, the Jays have walked off the diamond with six city championships and eight State pennants as the kingpins of Louisiana Prep Baseball. Likewise, in basketball, they triumphed over all city competition in seven out of fifteen seasons and twice captured first place in the State Tournaments. Track is almost the same conquering story with the Jesuit thin-clads burning the cinder paths and showing their heels to all New Orleans schools for 10 City Championships in 15 starts.

Since Coach Gernon Brown decided to enter his teams in the national American Legion summer baseball competition, his teams have represented the City of New Orleans five times; won the championship of the Western half of the United States in 1934 and in the same year was the runner-up in the Little World Series in Chicago. Again in Legion competition they were the State Champions in 1935. In 1936 and in 1942, in addition to the State Legion championship, they went to victory in the American Legion Regional series.

With a galaxy of high school stars getting their athletic start at Jesuit High under such favorable auspices, it is not surprising that many of them have gone on to college and national athletic fame. To mention a



Jesuit High Basketball Team — City and State Champions, 1944

few that come to mind, there is Emmett Toppino, Jesuit sprint ace who went on from Jesuit High to chalk up a world's record for the 60-yard indoor dash that still stands today! Toppino was a member of the last American Olympic team which blazed over the cinder path at lightning speed to hang up in the name of America a new world record for the 400-meter relay.

Then there is Eddie Toribio, an all-Southern backfield star, and while at Jesuit, the Louisiana High School record holder of the 220-yard dash. Toribio made a name for himself in the same events in competition in the Big Six conference. Paul Limont, who learned his football with the "Jays," played left end for Notre Dame last year on what some called the Irish's greatest all-time aggregation.

Clay Calhoun won little All-America football honors while playing for the Wolves of Loyola University in New Orleans. Billy Roy, while at Loyola, established the Dixie Conference record for the pole-vault.

Among those who have won honors as all-Southern high school football players we find such names from the "Blue Jay" roster as L. G. Friedrichs, W. Childress, O. J. Key, Eddie Toribio, A. Di Bartolo and others.

J. Rooney went on to do the chores at the guard position for Army. Next year's quarterback for Tulane will be L. Finley, who chirped the numbers while huddling with the "Blue Jays."

Now playing Southern League baseball are three former Jesuit players, Jesse Danna, J. Dantonio and E. Lawson, while Charlie Gilbert moved up from Jesuit through the Southern League to take care of an outfield post for the Chicago Cubs. Connie Ryan, regular second-sacker for the Boston Braves, did infield chores for a team in the South Atlantic league before moving up into the big-time show. Ryan is hitting well over .300 this season and was chosen to play on the National League All-Star team the past summer of 1944.

The best explanation of the repeated success of the "Blue Jay" athletic teams, in addition to a marvelous school spirit, is the uniformly fine caliber of its coaches. With such men as "Doc" Erskine, Jack Orsley, Ray Mock or Gernon Brown at the helm, Jesuit teams have always been hard to beat; more than once they have come from behind with the odds in

weight or experience heavily against them.

Take last year's football team as an instance. They were outweighed by practically every team they met. They were not even supposed to win the city championship. Yet they upset the city favorite to cop the city crown before 25,000 spectators that jammed their way into New Orleans City Park. They went on to win the Southern championship of the state over Baton Rouge High. That seemed as far as they could go on what they had shown. The state contest was between Byrd High and Jesuit High. Byrd High had rolled up an impressive record of 10 wins and no losses, garnering in the process something like 400 points. Outweighed 10 pounds per man and unimpressed by Byrd High's brilliant record, the Jesuit Blue Jays invaded Byrd High's home lot and left the North Louisianians gasping and bewildered with

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Harold Gilbert — Basketball captain-elect for 1945 (Son of Larry Gilbert, Manager, Nashville Vols.)



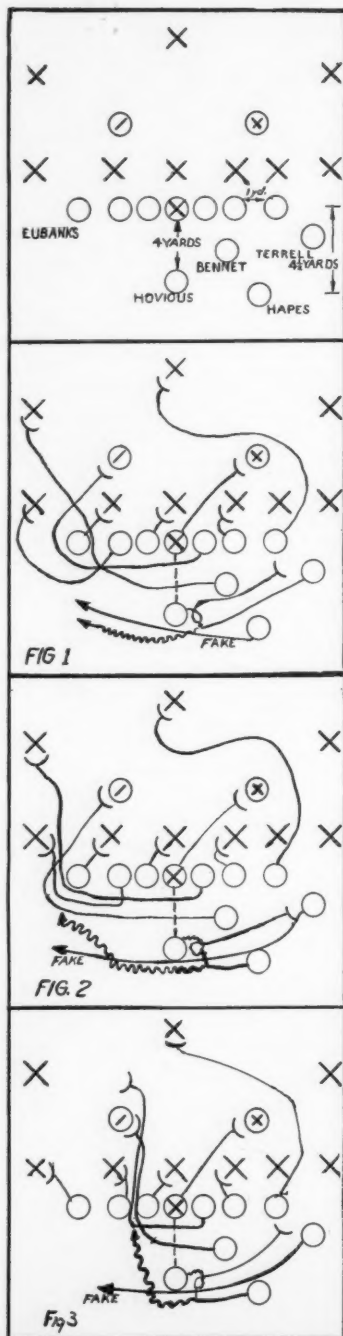
Kirby Bernich and David Banowetz — Co-Captains-elect 1944 football team



Jesuit High Football Squad — City and State Champions, 1943

A Man-in-Motion Series From a Notre Dame Shift

By **HARRY MEHRE**
Football Coach
University of Mississippi



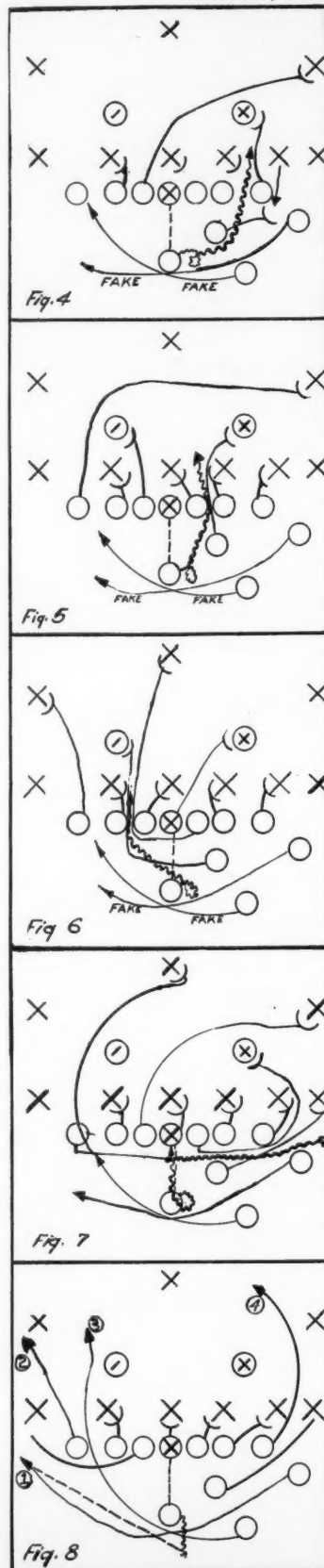
WE developed the following series of plays through the seasons of '38, '39, '40, and '41. The backfield during '39, '40 and '41 consisted of Hovious, tailback and spinner; Hapes, fullback, and Terrell, wingback and lead man in the man-in-motion series. Eubanks, left-end, was a very good man on the end-around. The end-around must be a real threat in this series so as to keep the defensive line from shifting back as the man-in-motion gets under way.

This series of plays proved to be very effective and was deceptive, but all plays are basically sound in blocking assignments so that you are not depending on deception alone. The deception serves as a means to set up the defense so that the blocking assignments will be easier. With the end-around you can hit and be a real threat in this series so as to keep the defensive line from shifting back as the man-in-motion gets under way.

For this series of plays to be really effective the coach must stress the timing of the man in motion so that he is about one yard from the spinners as the spinner receives the ball. The fullback starts on the snap number just as though there were no man (Continued on page 27)

Coach Mehre played center on the Notre Dame teams of 1919-20-21, being a teammate of the immortal George Gipp. He coached one year at St. Thomas College, St. Paul, Minnesota, and 13 years at University of Georgia before going to University of Mississippi in 1938.

Among outstanding players he has coached are three All-American ends: Tom Nash, Chick Shiver and Vernon Smith, of Georgia, and All-American halfback Parker Hall, of Mississippi. Hovious and Hapes, mentioned in this article, are also listed among the great backs of southern football.



The Sense of Physical Fitness in High Schools

By LYNN KEYES

Professor Physical Education Georgia Tech

WITH the end of the war in sight, there is a grave temptation on the part of coaches and teachers of physical education to redirect their athletic and physical education programs into pre-war channels. Whether such redirection is desirable in the face of the physical deficiencies found in selective service examinations is beyond the scope of this article. Regardless of how we may feel about the contribution war physical education—emphasizing development of physical fitness—has to make to future programs, we still have a responsibility to high school youth who will enter the armed forces within the next twelve to eighteen months.

It is premature to think that our job of making high school boys physically fit is completed. General Hershey, Director of the National Selective Service, recently pointed out that boys reaching military age within the next two years will be sent abroad to serve as occupational forces so that men with combat duty can return to civilian life. The American Medical Association, The National Association of Health, Physical Education and Recreation, and key government agencies are so concerned about the physical welfare of the nation that they are about to launch a coordinated nation-wide campaign of physical fitness. High ranking Army and Navy officers are continually stressing the need for inductees in better physical condition. Most of the inductees at the present time are drawn from boys in high school reaching draft age. Much valuable time out of the selectee's training period must be devoted to completing adequate physical training. Were the men entering the service more physically fit, this training time could be used to teach additional military tactics and skills so vital to the modern warrior.

The mention of a physical fitness program produces varying reactions in the minds of high school coaches and physical educators. Some have excellent programs in operation. Some are conducting haphazard programs, because they lack the conviction, the time, or the training to do a better job. Many simply ignore the responsibility entirely. To be sure, there are many obstacles to be overcome in in-

Coach Keyes is a graduate of Springfield College. Before coming to Georgia Tech as Professor of Physical Education, he served as Director of Physical Education and Athletics at Westmoreland Central School and Holland Patent Central School of New York.

He developed sectional championship teams in soccer, baseball and track, while in swimming and basketball his teams were district and league champions.

stituting a worthy physical fitness program in a secondary school. Many coaches retain their positions purely on the basis of the success of their teams, and thus, find little time for anything else. Shortages of teachers have placed many individuals without professional training into coaching and physical education positions, while many physical educators have had to assume academic teaching loads in addition to their regular work to compensate for staff losses to the armed forces or industry. Perhaps your principal cannot see the importance of allotting more time to physical fitness activities.

For the individual who has little sense of duty to his position, war conditions present many opportunities to rationalize the extra work away. For the teacher or coach who has the desire to help high school boys make a better start toward the rigors of war which lie ahead, and for those who are willing to spend extra time and energy above their present job, the opportunity is great to perform a valuable service, regardless of one's experience and limited facilities. Even though the war is in its final stages, the boys entering the service now need as much fitness as when the conflict started.

Of course tangible evidence of the success or failure of a physical fitness program in terms of the individual's success in battle is many times absent. However, it takes only a few returning boys with reports of how this or that thing learned in your program helped them when the going was tough, to convince you of the justification of the time and energy expended.

The following discussion seeks to offer suggestions which will aid in the improvement of your present physical fitness work, as well as include adequate explanation and guidance for those who wish to institute a program in school this fall.

MEANING OF PHYSICAL FITNESS

Physical fitness and health are related but not synonymous. Health is essential to physical fitness, but the latter is beyond what is commonly known as health. By physical fitness, is meant "capacity for a relatively great amount of skillful physical work involving above average ability and endurance in exercises of a practical nature within a designated working period, without undue strain, pain, or extreme discomfort."* There is a physiological limit to such performance which has rarely been approached by the physical requirements of our past programs of physical education. There is a psychological limit which has been markedly below our physiological limitations in practically all cases, save perhaps in our competitive athletics. To bring these two limits more closely together and to place them both optimally high for ALL, is the purpose of the suggested program outlined below. It is obvious that mere conditioning drills and an occasional group game or contest cannot bring about this new conception of fitness. Nor does this article advocate that these ends can be gained only by the more varied basic activities outlined. However, these basic large muscle activities contributing essentially to physical development are herein presented.

CONTRIBUTION OF PHYSICAL EDUCATION

Physical education seems an indispensable education, for it is the only modern organized agency primarily concerned with the physical development of the individual. Physical education makes a direct contribution to physical fitness—the capacity for sustained physical activity. The history of human experience provides unimpeachable evidence to support the assertions that frequently repeated muscular exercise, practiced in accordance with scientific principles and extended over long periods of time, results in

(Continued on page 13)

* Cureton, T. K. Physical Fitness Workbook, 1942, page 177.

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DWIGHT KEITH, Editor and Publisher

A Physically Fit America

When individual or nation runs smack into an emergency need for P40 speed, vitamins and spinach will not do the trick. Then the human mechanism suddenly commands attention and physical fitness values loom large.

Sports participation programs receive a shot in the arm because there is only one way to develop endurance, strength and co-ordination—by a healthy application of foot to seat, administered by a morgue-muscle softie to himself.

One way to keep a nation's strength up to par is to create a bull market in sports participation opportunity so that two (or ten) players will develop where one developed before.

The National Physical Fitness Committee acting in co-operation with the American Medical Association, is urging all organizations to regard the period of September, 1944, to September, 1945, as Physical Fitness Special Emphasis Year. The schools will be an important factor in determining the degree of success in the movement.

A well conducted sports program contributes to the physical fitness movement and to the national welfare. Each player is a unit of a million-man team. He adds to the sum-total of national strength by training himself in the skills, appreciations and health concepts which make a good sports contest. Each coach and instructor performs a national service when he provides opportunity for mass participation in the training activities which are a part of each sports program.

In this election year there will be many differences in political opinions but all factions agree that if those who are now in high school are to have a fair chance of survival, they must develop strength, endurance and co-ordination. If the nation is to assume its leadership role in reconstruction, its standards of health and fitness must be kept high.

This is a challenge to the progressiveness and resourcefulness of school leaders.

—H. V. Porter.

Football—The Builder

(Editor's note: The following article was written by H. Wiley Sholar, of Lenoir, N. C., for "Desert Dust," in publicizing the annual All-Star Football Game for the crippled children sponsored by the Shriners.)

Give and Take, Win and Lose, Team Work, Coordination, Strong Legs, Clean Minds, Leadership, Cooperation, Quick Thinking, are some of the things that the Great American Game of football teaches and builds. In this day and time, the world, yes, America, if you please, needs leaders of strong physical and mental qualities more than ever before. To my mind the best place to develop these leaders is on the gridirons of American schools and colleges. Football is a great morale builder for participants as well as for spectators. It should be encouraged in all schools and colleges. Those of us who, day in and day out, through nearly every wakeful moment of our lives since Pearl Harbor, think of the restrictions and restraints that confront our respective businesses, find football a means of relaxation that is certainly beneficial to the business man of today. To witness a football game is like a well prescribed tonic enabling one to return home with a new zest to overcome the daily obstacles and difficulties which seemed discouraging and which, in the light of the war picture, may present a glorified challenge to win the victory of production on the home front.

There is no doubt in my mind that Football is a great builder of men, Physically, Mentally and Morally.

Memorials of Beauty and Service

Many communities are discussing plans for memorials to commemorate the heroism and sacrifice of those who fought and died in World War II. It is hoped that those who are charged with the responsibility of deciding on the type memorial to be erected will recommend something useful.

We would not ridicule bronze and marble markers on the courtyard lawn. The motive back of them is commendable. It is to perpetuate the memory of those who died that our institutions and way of life might continue. Back of those bronze tablets should stand gymnasiums, swimming pools, football stadiums, tennis courts, playgrounds, golf courses, libraries and hospitals.

In that way, we will memorialize the heroic dead with monuments of service to the living. It would help keep America fit. It would give enjoyment and health to generations yet unborn. It would make America strong—and safe! It would make more secure those things for which they gave their "last full measure of devotion." A world at peace—free, strong and happy! What more fitting memorial could be erected to honor those who fought to make it possible!

PHYSICAL FITNESS IN HIGH SCHOOL

(Continued from Page 11)

striking alterations and modifications of the bodily organs. Schneider, an outstanding physiologist, states: "The benefit of muscular work cannot be over-estimated. Exercise is necessary for healthy existence; it is a physiological need of a primitive kind which cannot be safely eliminated by civilization." If this is true for civilization in time of peace, how much more important it becomes for civilization in time of war.

The right kind and amount of physical education develops organic power, vitality, stamina, vigor and skills related to the development of these qualities. There are other factors which influence physical fitness, chief among which are sleep, rest, diet, and the avoidance of infections; but vigorous physical activity is the sole source of organic power. There is general agreement among scientists concerning the importance of systematic physical exercise in relation to fitness. Such activity is the only known means of acquiring the ability to engage in tasks demanding sustained effort.

Although there are other major objectives of physical education, all of which are important, the writer is convinced that the physical education program should give more attention to this unique contribution of developing physical fitness.

THE CYCLE FOR DEVELOPMENT OF POWER

Training or development of organic power follows a natural cycle:

(1) *The Learning of Motor Skills.* These cannot be acquired without the use of the large body muscles, nor without a vigorous total integrated muscular effort, the results of which influence greatly the development of the vital organs.

(2) *The Strengthening of Muscles.* This is accomplished by gradually increasing the amount, quality, and intensity of exercise.

(3) *The Development of Endurance.* This involves a physiologic process in which the respiratory and circulatory systems, together with sufficient neural stimuli, are trained to function with increasing efficiency. The effects of this natural cycle of development depend to a large degree upon the dosage or amount of work given.

PROGRAM BALANCE

Just as the well-balanced meal is the necessary source for adequate nutrition, so the well-balanced program of activities is essential to the desired physical development of the individual. Muscular exercise, requiring maximum explosive or sustained strength, will not develop certain degrees of endurance. Similarly, exercises requiring a moderate amount of effort for a long period of time, the endurance type, will not develop speed, highly coordinated game skills, nor optimum strength. There is need, then, in order to develop vigor, for a basic generalized program to replace a highly specialized one, which is not well balanced. In a specialized program where the sports enthusiast includes only team games such as basketball, or in

the gymnastic program where the strength enthusiast includes perhaps a total program of weight lifting, apparatus and tumbling, the well-rounded development, recommended here, will not be attained. It is generally accepted that basketball develops powers of endurance and that it rates high among team games; also that body strength and control is developed through apparatus exercises. *Yet both types of activities are needed, one to complement the other.* A re-evaluation of our activities in the light of our present immediate objective is needed. The functional approach to program planning should be the careful evaluation and subsequent selection of physical education activities, to the end that all desired outcomes of skill, speed, strength, and endurance become integrated in the total physically fit individual. A good example of the results obtainable by having a well-balanced program is strikingly demonstrated in an experiment conducted by an Army physical fitness program. Although the regular conditioning program for this group of soldiers was showing improvement, it was observed that the injection of sports-based exercises into the program produced a more rapid attainment of the physical standards established. Two groups of men were selected. One group, the experimental, were given the regular conditioning work plus sports exercises. The other group, the control, was given only the regular conditioning work. The two groups were put through a six-weeks' training course given to ground troops. As shown in the charts, the experimental group, or the one with the well-rounded program, showed considerably more improvement than the control group. This indicates that although an unbalanced program may produce results, a well-balanced one will improve the individual more rapidly and to a greater degree of fitness.

ACTIVITIES FOR THE DEVELOPMENT OF ORGANIC POWER

There is general agreement on the contribution to physical fitness of certain activities. The following list, although not exhaustive, is recommended:

Team Games—Football, basketball, soccer, volleyball, baseball, softball, speedball, touch football.

Aquatics—War-fare swimming, diving, and life-saving.

(Continued on page 32)

MEN MEETING MINIMUM PHYSICAL REQUIREMENTS BEFORE AND AFTER TRAINING

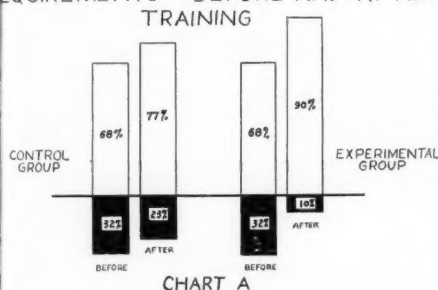


CHART A

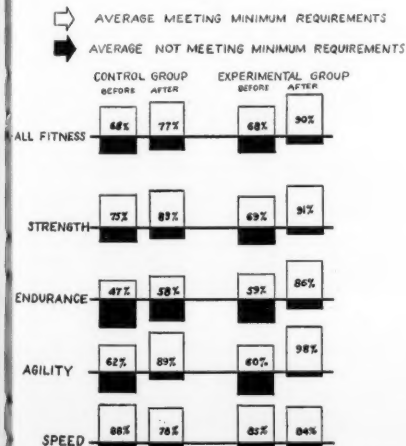


CHART B

Chart A shows that while the regular conditioning program raised the average percentage of men in the Control Group meeting minimum requirements from 68 percent to 77 percent, the special sports-type conditioning program given the Experimental Group, in the same period, raised the average from 68 percent to 90 percent. Chart B gives results of the tests in detail.

(These charts used through the courtesy of Wilson Sporting Goods Company and Wilson Athletic Goods Manufacturing Company, Inc.)



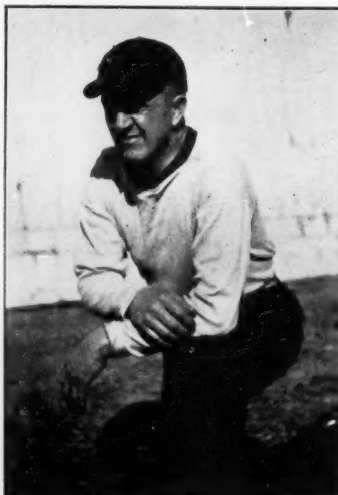
BLOCKING

By **CLARE STRICKLAND**
Football Coach
Blount County High School, Oneonta, Alabama

A FOOTBALL offense is no stronger nor more effective than its weakest blocker. In our greater game now being played on the "gridirons" throughout the world we, as spectators, are thrilled by the splendid interference being "thrown up" by our mechanized "blockers." They have every essential part of a great team—hard charging line, good interference from the "backs" and good team spirit. They have been trained, and trained well, in all particulars.

We high school coaches, too, must train well those that block the way for our ball carriers. Nothing must be spared or omitted to prevent high school boys from using their mental faculties in proper timing, getting the proper angle and method in offensive work. Too often apparently superior teams have been outclassed by teams that play coolly, intelligently and with coordination of attack. The winner is usually the team that is so well-trained and disciplined that they are in position to take every advantage of their opponents' mistakes. The boys should be so trained that they have the will to carry on all during the game. Those in charge of the team must create in the minds of the players that burning desire to exceed and excel. Coaches are morale builders. Just a word here and there

before and during practices have been found to be most effective. Nothing is better than an occasional success story of a former letterman. After a hard practice or game only words of encouragement should be used. Above all, coaches and captains should be sticklers for discipline and require a strict adherence to training rules and regulations. Boys must have the utmost confidence in themselves, their plays, their chosen leaders and the coaches.



CLARE STRICKLAND

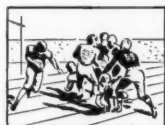
It is essential that after signals are given every effort must be spent in the execution of the command. We find it most helpful for linemen to carry information concerning opponent's weakness to the quarterback rather than a command. We like for them to say, "I can handle my man in or out," or "Team B's tackle is too wide or too close." This is preferable to, "Run 56 or 34." An intelligent quarterback will take advantage of such a situation. "Too many cooks spoil the broth."

Team spirit and confidence grow as team members become familiar with each other and their abilities. Usually there are one or two blockers who have the knack of getting down the field and taking out some good defensive man. From these, others will "catch the fever" realizing that they too have ability. Such actions then become contagious. I have often found that my best teams were those with only a few "carry overs." The few lettermen are out to lead and the other ambitious candidates are out to catch up. Our plays are so run that every play is a touchdown play. If a given play is to the left, we try to have those linemen block out their opposing linemen to the right and quickly down the field to "mop up" the secondary.

(Continued on page 36)



Backbone . . . not Wishbone!



If the Pilgrims and their loyal women folk had had wobbly *wishbones* in place of their sturdy back-

bones; if the backbones of the patriots at Valley Forge had been wishy-washy—America, land of the free today, *could* have ended in wishful thinking.

But the men who discovered, dreamed, worked and fought to build our great democracy, put their own steely courage into the backbone of this nation. It is backbone that *shows* whenever the chips are down.

You see it in our modern industrial marvels that began in a little iron-founder's shop less than two centuries ago.

You see it in our scientific miracles—in our agricultural achievements—and in our mighty war effort, today.

Have you considered that the maintenance of America's superb backbone lies in our matchless *youthpower*? It does.

Out there on the playfields of our great democratic nation, where our youth—our potential manpower—fight to the last ditch in friendly fierceness, for a coveted goal—in vigorous, man-to-man, competitive sports—the *backbone* of our *nation* is renewed and stiffened.

On these battle fields of competitive play our boys and girls, too, learn initiative, courage, determination, fighting spirit, will-to-win despite all odds, tempered with fair play.

And on these fields is inculcated into their minds and hearts an unrealized appreciation of what it means to live in a *free* America. Try to take this freedom of theirs away from them—this personal privilege to think and

dream and do in freedom—to be one-self—to fight for a goal and win it—and that realization will become a living flame. And in this fact is our greatest guarantee that America will continue to be the land of the free.

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SPORTS EQUIPMENT



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PENETRATING THE ZONE DEFENSE

By GUS TEBELL
Basketball Coach
University of Virginia

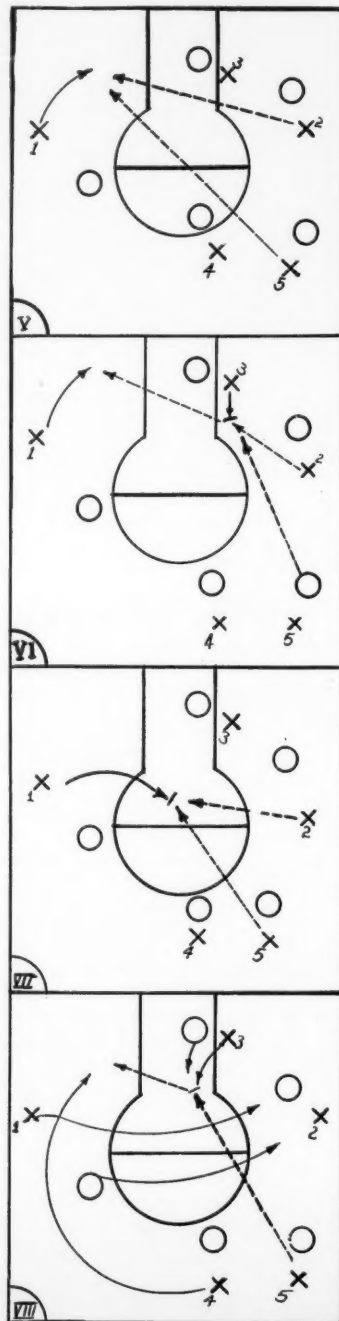
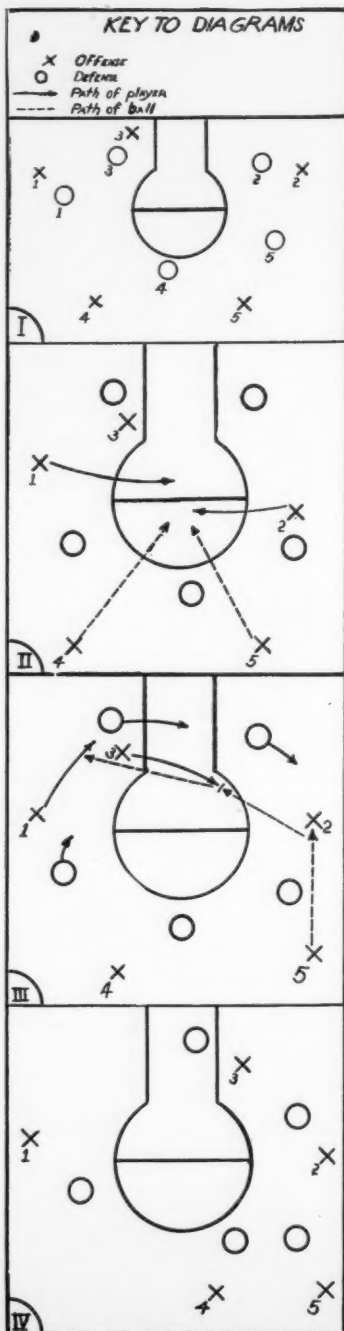
I ASKED a nationally known coach the other day what his offense was against the zone defense. Without a moment's hesitation his answer was "Beat 'em back." I believe we will all agree with him. The best offense against a zone defense would be a fast break. Go through them before they can set up the defense. But sometimes they do have time to set up a defense and we must work our way through it. I am going to stick my neck out and write a line on penetrating the zone. The present trend of defense seems to be swinging more and more to the zone. It used to be that we would run into a zone once or twice a season but now we run into it twice a game. One the 1st half and again the 2nd half.

There are of course many types of zone defenses. You can place your defensive men most anywhere on the court and give them a certain territory to cover. Each defense has its own merit and must be played accordingly. This story will have to do with the "Two in-Three Out Zone" . . . All good zone defenses are elastic and the men making them click will slide with the ball on certain maneuvers of the offensive player. Diagram No. 1 will show a normal two in-three out zone with the spotting of both the offensive and defensive players.

The vulnerable spot in this situation would be the free throw circle (diagram 1). Number 1 or No. 2 can cut through the circle and take a
(Continued on page 35)

Coach Tebell was a great all-round athlete at the University of Wisconsin, graduating in 1923, after having his college career interrupted by military service in World War I.

After six years of service as coach of football and basketball at North Carolina State, he was engaged to coach basketball and baseball at University of Virginia. He served as head coach of football 1934-1936. He is also an outstanding football official, and is president of the S. F. O. A.





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POSTWAR INTEREST IN COLLEGE AND HIGH SCHOOL WRESTLING

By LT. H. E. KENNEY, U. S. N. R.
Athletic Officer, Sixth Navy District

INTEREST in college and high school wrestling should make great strides after the war. Inevitably, the war has put emphasis on this age old sport as a fine medium for conditioning and training for combat and for the rigors of wartime service in general. The contribution which wrestling can make to physical education has been recognized by more schools and colleges than ever before. There remains, however, one fairly high hurdle in the path of this sport becoming a really popular, fully developed inter-collegiate and interscholastic activity. It amounts to this: wrestling matches must be made more interesting to spectators who do not know the technical side of the sport.

College wrestling for the most part has not attracted good crowds. There are instances, of course, to the contrary. During the past ten years at Lehigh University, Bethlehem, Pennsylvania, all seats have been taken and even all standing room has been used by enthusiastic spectators at important dual wrestling meets or tournaments. Over this same period of years at Oklahoma A. and M. College, Stillwater, Oklahoma, crowds attending wrestling matches have compared favorably and sometimes surpassed attendance at basketball.

At the University of Illinois, where the writer served as coach of wrestling, crowds of 2,500 or 3,000 were not uncommon at a dual wrestling meet. This was especially true when we were meeting traditional rivals in this sport, such as Indiana University, the University of Michigan,

University of Iowa or Oklahoma A. and M. College. In general, however, spectator interest has not developed to the extent hoped for by leading coaches of wrestling. This has been disappointing, not because of a mercenary interest in gate receipts, but because of the established fact that if a sport is to live, develop and thrive, there must be public interest. In schools, colleges and universities where large crowds attend contests with other varsity teams, more boys compete in intramural wrestling and interclass wrestling, and much larger numbers answer the call for varsity team candidates. The same is true to some extent in football or basketball. If only two or three hundred mildly interested fans attended inter-collegiate football, the number of boys competing for berths on the teams would not be as great. After all, one of the greatest motivating factors in sports participation is the desire for social acclaim and approval.

Two factors have interfered with the development of spectator interest: first—potential fans lack the necessary understanding of wrestling techniques; second—the seemingly strange phenomenon that many wrestlers develop a conservative style of

wrestling as they gain skill and experience.

The following story illustrates what is meant by lack of understanding of wrestling techniques: At a wrestling meet between the University of Illinois and Oklahoma A. and M., Dick Sizer, 145 lb. wrestler, now a Captain in the Marines, reversed position from under Billy Arndt, one of Oklahoma's greats, with a technique known as a switch. A spectator seated behind the writer remarked "Champion, huh! He fell under Sizer." This spectator not only lacked understanding of wrestling, but his knowledge was so meager that he did not even see the skills in operation. The switch used by Sizer was a beautifully executed maneuver. When successfully used against a man of Arndt's ability it causes "goose pimples" to play up and down the back of the indoctrinated wrestling fan.

We can do a great deal to educate
(Continued on page 30)

The illustrations on the opposite page show blocks and "riding" holds used by many college and high school wrestlers. These techniques are effective in winning matches but tend to slow up the game. Rules, suggested in this article, would drastically restrict their use.

FIG. 1

A common method of blocking a leg-dive or leg-drop. The man on the right has jumped back and down as his opponent tries for his legs.

FIG. 2

A common technique for neutralizing an arm-drag.

FIG. 3

The old "waist and ankle" hold-down. Nothing kills the aggressiveness of both offensive and defensive man so quickly as efficient use of this ride.

FIG. 4

A popular variation of the "waist and ankle." It looks more aggressive, but looks are sometimes deceiving.

FIG. 5

Another variation of the "waist and ankle" that will make the spectators wish they had gone to the movies.

FIG. 6

The above demonstrates the "waist-lock." Another often-used method of blocking the escape of the under man.

FIG. 7

Another use of the "waist-lock."

FIG. 8

The "waist-lock" used to prevent escape by standing.

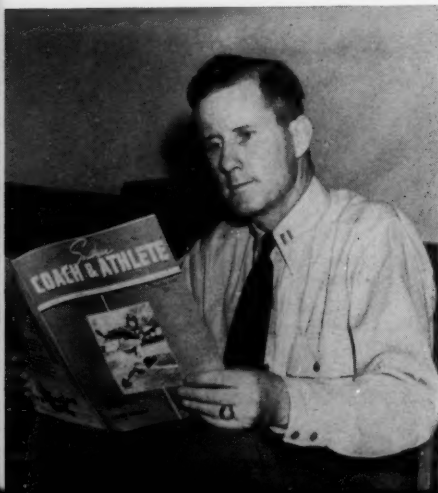
Lieutenant Kenney graduated from the University of Illinois in 1926 and received his Master's degree there in 1932.

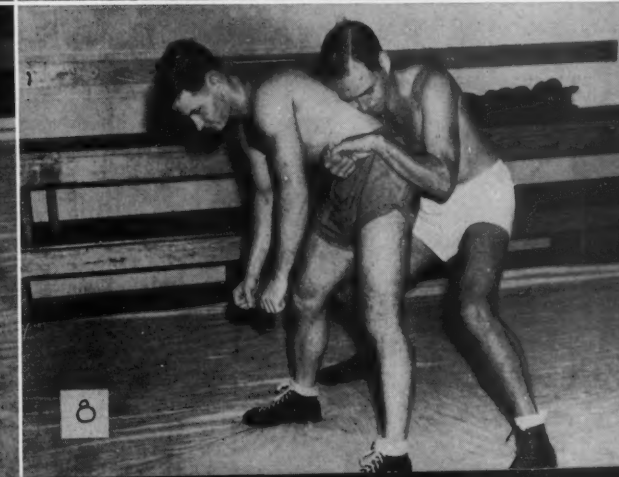
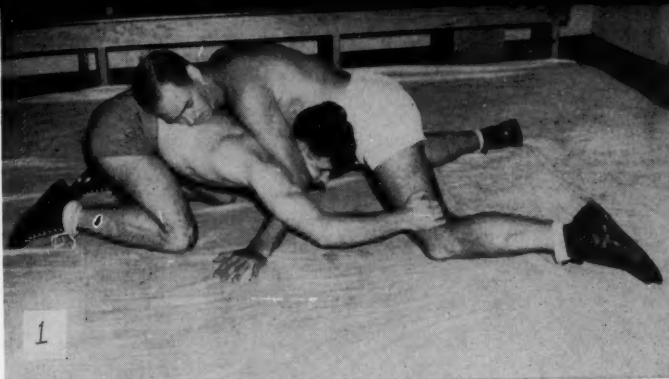
As an undergraduate, he completed three years on the varsity wrestling team, serving as captain during his Junior and Senior years. He was undefeated in Big Ten competition for two successive years.

Upon graduation in 1926, he began teaching Physical Education and served as assistant wrestling coach at Illinois. He became Head Coach of Wrestling in 1928.

During his 14 years as Coach of Wrestling at Illinois, his teams ranked first in the Big Ten Conference 4 times, second 7 times, third 2 times and fourth once. He developed 34 individual champions of the Big Ten Conference, 8 National Collegiate Champions, and 1 National A. A. U. Champion.

LT. H. E. KENNEY, U.S.N.R.





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WNOE, New Orleans
- OCT. 14—NORTHWESTERN AT MICHIGAN**
WLW, Cincinnati, WJR, Detroit, WJJD, Chicago
- OCT. 21—WISCONSIN AT NOTRE DAME**
WLW, Cincinnati, WJR, Detroit, WJJD, Chicago,
also the entire Wisconsin Net Work
- OCT. 28—NOTRE DAME AT ILLINOIS**
WLW, Cincinnati, WJR, Detroit, WJJD, Chicago,
WDWS, Champaign
- NOV. 4—NOTRE DAME VS. NAVY AT BALTIMORE**
WLW, Cincinnati, WJR, Detroit, WJJD, Chicago,
WRR, Dallas
KSD, St. Louis, WDAF, Kansas City, KFJZ, Ft. Worth,
WNOE, New Orleans
- NOV. 11—PITTSBURGH AT OHIO STATE**
WLW, Cincinnati, WJR, Detroit, WJJD, Chicago,
WHKC, Columbus, WCAE, Pittsburgh
- NOV. 18—NORTHWESTERN AT NOTRE DAME**
WLW, Cincinnati, WJR, Detroit, WJJD, Chicago
- NOV. 25—MICHIGAN AT OHIO STATE**
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The Reversed Snap Receiver in Six-Man Football

By C. J. O'CONNOR

Athletic Director and Head Coach
Boys' Latin School, Baltimore, Md.

IN Six Man Football, the offensive ballcarrier must receive a "clear pass" before crossing the line of scrimmage. "A clear pass is one which starts and ends behind the line of scrimmage and travels a clearly visible distance in flight after leaving the hand of the possessor of the snap and which then touches a player other than the passer."¹

Most six man football plays show the quarterback or the snap receiver directly behind the center or a yard in back of the line to either side of the center. He faces the line of scrimmage. From any of these positions he must turn in order to make the required clear pass.

The player receiving the snap from the center will be referred to in this article as the snap receiver. He may or may not be the quarterback.

By using a "reversed snap receiver" directly behind the center with his buttocks against the center's, the necessity of turning is eliminated and the clear pass is made in less time. To assume the reversed position, the snap receiver faces his backfield, bends over, reaches through his legs, and places his hands in a position that allows the center to hand him the ball.

The first objection always raised to the use of the reversed position is that it would be easy to shove the center back into the snap receiver. Although opponents have attempted this, it has never occurred. Remember, the center has his head up and may make a one hand pass. As a matter of fact, it is easier to tackle the snap receiver that uses the standard stance (facing opponents) than the one in the reversed position.

The reversed position may be used with the T formation, the single wing back formation or any standard six man formation. This article will cover only some plays from the T formation.

The advantages of the reversed position are:

- 1—It is easy to teach.
- 2—Necessity of turning eliminated.
- 3—Clear pass is made in less time.
- 4—Eliminates the chance of the defense tackling snap receiver before he makes clear pass.
- 5—Good position to make under-



Coach O'Connor attended Loyola College, of Baltimore, Maryland, and St. John's College in Annapolis, where he participated in football and lacrosse. Upon graduation from St. John's in 1930, he joined the staff at Boys' Latin School, in Baltimore, as coach of lacrosse and assistant in football and basketball. The following year he was named athletic director and varsity coach in football, basketball and lacrosse.

His football teams finished first in the eleven-man "B" conference six times and were runners-up three times in twelve years. His basketball teams won the conference championship five times in ten years. Boys' Latin School changed to the six-man game in the fall of 1943.

hand laterals to right or left.

6—Does not require an expert ball handler.

7—Formation remains balanced.

8—Ideal position to make clear pass to end, on end around plays.

9—Conceals the intent of the play.

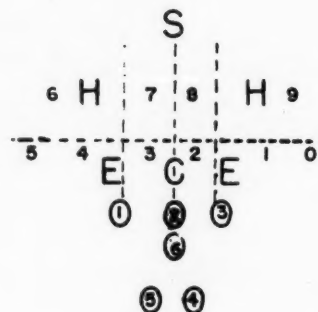
10—Makes triple spin plays possible.

Most of the standard plays from the six-man T formation may be used with snap receiver in the reversed position, and the offensive value of the formation will be increased.

The offensive power of any formation may be further increased if the offensive players know what areas the defense protects. In order to help the offense to realize the areas defended the following signal system is used.

First the offensive players are numbered. The left end is No. 1, the center 2, the right end 3, the deep backs 4 and 5 and the snap receiver 6. See diagram No. 1. Then the defensive areas are numbered as shown in diagram No. 1.

Diagram 1



Regardless of the defense used by opponents the defensive number pattern remains the same. All plays are diagrammed against the following defenses, the 3—2—1 (with the defensive halves back and outside the defensive ends), the 3—2—1 (with the defensive halves back and inside of the defensive ends) the 3—1—2, the 4—2 and the 3—3.

Just enough of the signal system is explained here to make diagrams of plays with the reversed snap receiver easier to discuss.

Diagram No. 2 shows Play No. 51 against all defenses. The snap receiver fakes to back 4 and makes an underhand lateral to back 5 who carries the ball around end. The first number of the play denotes the ball carrier and the second number the hole. The fake to the 4 back should draw the defensive left end into a better blocking position for the of-

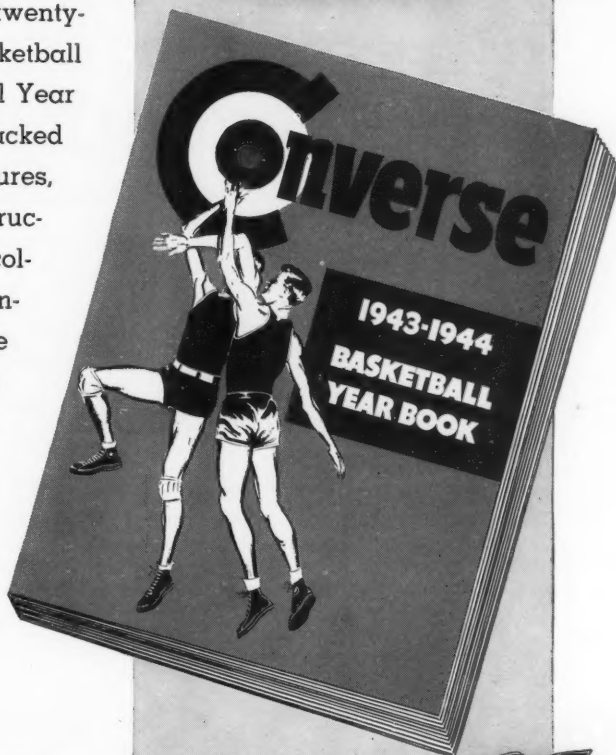
(Continued on page 34)

¹ Official Six Man Rules—Rule 2, Section 18, Article 5—Page 13—Definition of clear pass.

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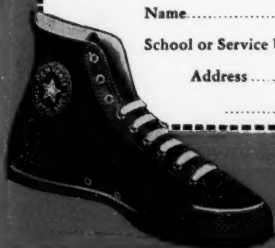
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Officials taking speed tests, during annual meeting

SOUTHERN FOOTBALL OFFICIALS MEETING

THE Southern Football Officials Association held its seventeenth Annual Meeting in Atlanta on September 2nd and 3rd, 1944. The Directors and Chiefs held preliminary meetings on Friday, September 1st, 1944. This was the second consecutive year that the Annual Meeting has been held in Atlanta, in view of the transportation facilities in and out of Atlanta being most convenient, as well as its cutting down on travel for all members attending the Annual Meeting.

The purposes of the Southern Football Officials Association's Annual Meeting is for Rules Interpretations, Training, Qualifying, and holding va-

rious School Sessions for the entire membership, with a view of assuring proper training and development of football officials in the Southern States. The Southern Football Officials Association serves both the Southern and the Southeastern Conferences football officials for all their games.

The attendance at the 1944 Annual Meeting totaled 113 members, which was one of the best attended meetings held within recent years. There were 30 Referees; 27 Umpires; 25 Linesmen; and 31 Field Judges in attendance at this meeting and attending the various Schools conducted by the four Chiefs, who were: J. P.

Cheves, Chief Referee; Gus Tebell, Chief Umpire; George Gardner, Chief Linesman; and Gabe Hill, Chief Field Judge.

During the Friday morning session the four above listed Chiefs, considered mechanics and other officiating problems, as well as coordinated instructional and training plans. This was followed by a meeting of the Board of Directors—twelve in number—during Friday afternoon, who considered all problems of business that had to come before the membership the next day, with a view of making recommendations to the membership.

(Continued on page 37)

Below, left to right: J. P. Cheves, Chief Referee; Gus Tebell, Chief Umpire; George Gardner, Chief Linesman; and Gabe Hill, Chief Field Judge. Tebell was elected president and Cheves, vice-president.



A. R. HUTCHENS, re-elected secretary



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NATIONAL FEDERATION NEWS AND VIEWS

By H. V. PORTER

**PHYSICAL FITNESS COM-
MITTEE:** Colonel Theo. P. Bank,
Chairman of the School and College
Division of the Physical Fitness Com-
mittee reports on an inspection trip
among the military camps in Africa
and Italy. He states in part:

"Athletics play an important role
in this theater of operations. There is
plenty of competition within units and
between units. Then the various Base
Sections determine championships in
the majority of sports and the whole
thing culminates in Allied Force
Championships, in which Army and
Navy personnel of all the Allied
Nations are eligible to compete. Last
week the Allied Track and Field
Championships were run off in Rome.
Next month the Allied Swimming
Championships will be held. The pre-
liminary meets are under way now.
Men from the combat areas were
flown back for competition.

"Athletics here are not a 'may be'
proposition. The official announce-
ments say it 'will be' done and are
signed 'By command of' the top rank-
Generals. It is paying dividends in the
way of high morale, and cooperation
between all units of forces within a
Base Section."

**STATE SPONSORED COACHING
CLINICS:** Kansas and Iowa sponsor
a high school coaching clinic each
summer. The clinics are held in
August and a flat fee is charged to
cover instructional costs, board and
room. The program is planned di-
rectly by the state association and
any profit or loss is assumed by the
state association. In past years, South
Dakota and Michigan sponsored a
clinic extending through one to three
days. In states such as Oklahoma and
Illinois, there is a summer coaching
school clinic sponsored by the State
Coaches Association and conducted
with the "blessing" of the state high
school association. In North Dakota
the state university conducts a clinic
each year and the state high school
association sanctions it. In Georgia
and Louisiana the high school coaches
association sponsors the clinic. In In-
diana, New York and Ohio, individuals
(usually high school coaches or col-
lege coaches) sponsor coaching schools
during the spring or summer.

Nothing in the nature of a nation-
wide policy has been developed by the

high school groups. In the meantime,
there seems to be almost unanimous
agreement that these schools fill a
need and that many desirable things
are accomplished through the work.
The subject as to the relative value
and the best method of approach is
one which deserves consideration at
some of the national meetings.

BASEBALL ACTIVITY: As an
outgrowth of the conferences between
the National Federation and the or-
ganized baseball groups, a baseball
talent team was made available for
state association sponsored coaching
clinics. This team was made up of
Lew Fonseca, Pi Trainor and Roy
Parmelee. These men are specialists
in different departments of the game
and they did excellent work at the
coaching schools in Iowa, Kansas and
Illinois. Their services were made
available through the kindness of or-
ganized baseball groups and at no
cost to the state associations. Because
this was experimental in nature, the
number of schools which could be
accommodated was limited to three.
An attempt is being made to evaluate
the work and to explore the possi-
bilities of extending this service so
that similar talent may be made avail-
able to a greater number of state as-
sociations.

A number of states have regula-
tions which prohibit the direct train-
ing of high school players by other
than regularly employed coaches.
Probably the best services which can
be performed by the organized base-
ball groups are those in which the
high school coaches may profit through
the instruction given by repre-
sentatives of the professional base-
ball groups. The extension of con-
tacts with the coaches may serve to
reduce the tendency of promoting
groups to provide direct contacts be-
tween high school players and base-
ball representatives. Instruction of
high school players is probably at its
best when given by the men who are
employed by the school system for
this specific purpose.

**INTERSTATE GAMES INVOLV-
ING TRAVEL OF 600 MILES:** As a
safeguard against exploitation of high
school teams and use of pressure by
prospective promoters, it is required
that any game in which schools from
two states are involved and which re-

quires round trip travel of 600 miles be sanctioned by each of the state associations through the National Federation. Convenient printed blanks are provided for making application for sanction. These blanks are made in duplicate and sent to the state high school executive officer. Space is provided for outlining the reasons for scheduling a team outside the state and at some distance. In some sections of the country, the distance between schools of approximately the same size is great and there are sometimes good reasons for scheduling a game in which the round trip exceeds 600 miles. In contrast to this, there are many proposed games which result from promotional activities which have little relationship to actual needs of the players or to the welfare of the school athletic program. In such cases, the requiring of a sanction is a brake on unlimited exploitation and excessive waste of time and instructional man-power. Each school which is a member of its state high school athletic association which is, in turn, a member of the National Federation should secure proper sanction of any contemplated game with a distant team in another state before definite plans for such game are publicly announced.

ATHLETIC EQUIPMENT: Recently liberated military figures show that twenty million dollars worth of athletic equipment will be sent to military camps this year. This is approximately \$2.00 for each man in the military service. It represents a tremendous quality of material. In fact, if peacetime figures are taken as a guide, it represents more than the entire output of all sporting goods manufacturers.

Under these circumstances, very little material can be expected for civilian use. It will be necessary for schools to rely upon equipment which is already in possession of the schools, the small supply which is still on the shelves of dealers and upon inferior articles which have been rejected by military inspectors but which will give limited service in civilian use. Under these circumstances, it is good common sense for school authorities to insist on great care in preserving equipment which is now on hand. Orders must be entered many weeks in advance of the time they will be needed in order to give national distributing agencies a chance to shift material from one section of the country to another.

MAN-IN-MOTION SERIES

(Continued from page 10)

in motion. All of the spinning with the exception of the passes is full spinning. The lead step on the full spinner is always with the foot towards the man in motion and the foot is directed to the spot where the full spin will end. The spinner takes his step towards the man-in-motion, then with his second step he has his back turned to the line of scrimmage. He now gives the ball to the man-in-motion or fakes and gives ball to fullback—or fakes to fullback and keeps ball and spins back into the line, or starts his full spin and drops back to pass. Then to this also is the threat of the end around to the side from which the man-in-motion originated.

For this series to be most effective the spinner, halfback and fullback must hide the ball or make excellent fakes that they do have it when they do not. They run in a crouched position both arms around ball whether they have it or not. When this series proved successful in certain games we could see from our moving pictures that the faking was good by

all the backs. When this set of plays did not go the pictures showed careless faking by one or more backs. This all takes work on the part of the coaches and pride on the part of the players.

This setup of course started from the T formation and then into the Notre Dame formation. We shifted to our positions in three counts and then the snap signal was on 5, 6, or 7. The man in motion got under way fast on about a count and a half ahead of the ball. At times we allowed the man-in-motion to swing well beyond the spinner before the ball was snapped so that the defense would not learn to charge when he was about a yard from the spinner. The trap plays were effective on the long counts, tending to draw even the overcautious linemen across the line of scrimmage.

I have diagrammed the series of plays which have proved successful. The blocking assignments are fairly simple but time and work must be put on the backs timing, faking and spinning. Of course a couple of backs like Hapes and Hovious help this offense a little.

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URBANA, ILLINOIS

Georgia High School Association News

By S. F. BURKE, Secretary G. H. S. A.

THE annual dues for membership in the GHSA have been set at \$6.00 per member school if paid on or before October 1st, and \$11.00 per member school if paid after October 1st. As a service to each school, every member school will be furnished with three rule books of their choice at no charge as soon as membership dues are received. A card will be furnished each school on which they may indicate their choice of rule books.

There has been a little misunderstanding among some schools in the state in regard to the football rules which are being used. For the past year and for this year the Inter-scholastic Football Rules will be used in games in which Class B and Class C schools participate. Class A schools have been given the privilege of using Intercollegiate rules when they play each other.

There has been a change made in the Track events for District and State Meets for Group B and Group

C schools. The half mile run has been added with the restriction that no contestant be permitted to enter both the 440 yard dash and the half mile run.

Attention of all Georgia high schools is directed to the section in regard to playing of independent teams in any sport. This is covered in the By-Laws as follows:

Section 2, Item 8—"A school in order to be eligible to participate in interscholastic contests in this association shall play no independent team or teams of schools not a member of this or some allied association, except college freshmen, and then not in football." (Exception for Class A schools which provides that Class A schools

may play college freshmen and Junior Colleges in any sport.)

State Meet Dates—Classes B and C

Boys' State Basketball Tournament at Mercer University, March 7, 8, 9, 10, 1945.

Girls' State Basketball Tournament at Mercer University, March 14, 15, 16, 17, 1945.

State Meet — Track, Tennis, Golf, Literary at Mercer—May 3, 4, 5, 1945.

District Meet Dates—Classes B and C

All Boys' District Tournaments to be completed prior to Feb. 25, 1945.

All Girls' District Tournaments to be completed prior to March 4, 1945.

District Literary and Track Meets on week-end, April 21-22, 1945.

NEW G. A. C. A. DIRECTORS

The following have been named to serve as District Directors of the Georgia Athletic Coaches Association for the year ending September 1, 1945:

- District 1 — V. C. McGinty, Waynesboro High School
- District 2 — Dana McLendon, Albany High School
- District 3 — E. P. Staples, Perry High School
- District 4 — S. F. Burke, Thomaston Public Schools
- District 5 — C. S. Brown, Druid Hills High School, Atlanta
- District 6 — Tom Porter, Lanier High School, Macon
- District 7 — L. H. Gray, Cedartown High School
- District 8 — William H. Yancey, Glynn Academy, Brunswick
- District 9 — Richard Nix, Commerce High School
- District 10 — R. B. Ward, Richmond Academy, Augusta
- At Large, North—W. H. Dowis, Tech High School, Atlanta
- At Large, South—Alex Truitt, Columbus High School

As previously announced, the following were elected at the August meeting:

President, R. L. Doyal, Boys' High School, Atlanta
 Vice-President, Bill Geer, Damascus High School
 Secretary-Treasurer, Dwight Keith, Atlanta

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POSTWAR WRESTLING

(Continued from page 18)

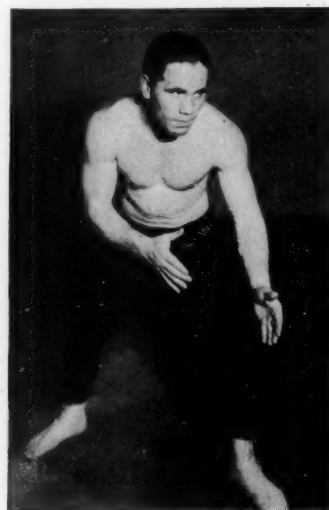
fans by demonstrations and explanations preceding and during wrestling meets. Some colleges and universities, when initiating intercollegiate wrestling, have held the meets in conjunction with basketball games as a means of educating large numbers of fans. The use of a public address system at wrestling meets, with a good interpreter at the microphone, is also a help to uninformed spectators in understanding the wrestling contests.

Education of spectators to understand and appreciate amateur wrestling is a big problem. The problem of speeding up wrestling and forcing wrestlers to use an aggressive style, however, is a real problem. It seems to be the experience of most coaches that the "greener" the wrestlers, the faster the bouts. An "old timer" becomes tough to beat. He gets crafty and does not move until a situation to his liking presents itself. Wrestlers learn from experience that matches can be lost by trying to hurry an issue or attempting take downs or falls without properly "setting up" the situation. When two top-ranking college wrestlers meet, a fierce match is expected, but too many times only the real connoisseur of wrestling can enjoy the bout. Coaches, contestants and former wrestlers might rave for days about the dramatic elements of such a contest, but the casual fan may be left cold. Spectacular action is reduced to a minimum as each man tries to lead the other into making a fatal mistake.

The N. C. A. A. Wrestling Rules Committee has recognized the problem of forcing wrestlers to be more aggressive. The College and High School Rules have been gradually changed in an attempt to make a conservative style of wrestling more difficult to use. It should not be called stalling, because in the minds of the wrestlers they are not stalling. They are merely using good judgment. It is good wrestling to cause your opponent to beat himself. If you can lead him into making commitments and then check him you have him at a decided disadvantage. The smart

boys learn this quickly and it makes for good, crafty wrestling but plays havoc with spectator interest. It is almost impossible to educate the public in great numbers to appreciate this "defensive-offensive" style of wrestling which most wrestlers develop through competitive experience in a good collegiate league.

The N. C. A. A. Wrestling Rules Committee, ably led by its Chairman, Dr. R. G. Clapp, has waged an admirable fight against the development of what we call the "defensive-offensive" style of wrestling. They have called it stalling but as already stated the writer feels that this definition of the difficulty is unfair to both coaches and wrestlers. It has been proven to the satisfaction of most wrestling coaches that merely making stalling illegal has not and will not solve the problem. The referee can not be expected to read a wrestler's mind. The writer has seen wrestlers penalized and brought to a standing position in situations that might have resulted in a fall if the referee had waited a few seconds. This is no criticism of officials for we can not expect them, knowing



Ralph (Ruffy) Silverstein, National Intercollegiate 165 lbs. Champion — 1935 (University of Illinois)

If all wrestlers had the natural aggressiveness of Silverstein the question of stalling rules would have never come up. Crowds attending dual wrestling meets, at Illinois, increased more than fifty percent during the three years "Ruffy" competed.

nothing of the style or ability of the men competing, to be able to tell when a wrestler should or should not be penalized for lack of aggressiveness. The referee is left with the alternative of trying to force the men to wrestle in a pattern which he considers to be aggressive.

Undoubtedly there is a way of eliminating, to some extent at least, this "objectionable" style of wrestling. If the game of wrestling is to grow, spectator interest must increase. If spectator interest is to increase to any extent, **the bouts must be faster.** We must work toward a set of wrestling rules that will force the boys to wrestle aggressively, not only when a good break comes, but at all times. All of our better wrestlers, even those most accused of stalling, will quickly take advantage of an opening. Like a cat pouncing on a mouse, they will make an opponent regret having taken the lead, but they are willing to wait out a dangerous opponent until a break occurs.

The Rules Committee has been asking the referee to do the job for us without giving him enough support by legislation. Rules on "stalling" that are not explicitly defined, and are left for each individual referee to interpret, are doomed to failure. We should start immediately making attempts to speed up wrestling by writing into the rules definite legislation designed to place a premium on aggressiveness, and penalties on waiting or defensive action. Other sports have made great gains in this direction by definite rules. The results of the "ten-second rule" in basketball could not have been achieved by a subjective stalling rule interpreted by game officials. Such an attempt would have caused no end of controversy and would have resulted in officials becoming cautious and penalizing only the most flagrant violations. The following rules suggestions are made for the consideration of coaches and teachers of wrestling, and are based upon the following suppositions:

1. That offensive wrestling on the feet is one of the most interesting and exciting phases of college and high school wrestling.
2. That escape from underneath should be made more easy, especially when the man on top is playing a waiting game.
3. That aggressive wrestling on the part of the man in the position of advantage will, in most cases, result in an escape for the under man or a fall for the top man.

4. That most opportunities for falls occur immediately following "take downs" from the feet.

SUGGESTED ADDITIONS TO THE N. C. A. A. WRESTLING RULES

Suggested Rule No. 1:

While wrestling on the feet, defensive blocking of opponent's offensive moves shall be illegal.

a. Offensive moves must be met by counter offensive.

b. A wrestler who blocks two consecutive offensive moves of his opponent shall be placed in the referee's position under the offended man. In other words, a wrestler can not block offensive moves twice in succession without in the meantime initiating an offense or counter offense. (The offended man shall be awarded the same points as though he had scored a take-down.)

Suggested Rule No. 2:

While wrestling on the mat it shall be illegal for the man in position of advantage to connect his arms or hands about his opponent's body or legs at any time, except when a fall is imminent. This means, even when the under man stands up, a hold about the waist with hands connected shall be illegal. (Penalty: brought to neutral position and points awarded.)

Suggested Rule No. 3:

While wrestling on the mat it shall be illegal for the man in position of advantage to apply a hold on opponent's ankle, foot or lower limb. Applying holds on ankles or legs from behind shall be illegal unless the defensive man regains a standing position with both of his knees off the mat. In this case any connection of the hands shall be illegal, as in Suggested Rule No. 2. Any wrestler infringing on this rule shall be brought to a neutral position and the offended man awarded the points for escape from underneath.

The above suggestions can be inserted in the N.C.A.A. and High School wrestling rules as supplements to present rules. They are definitions of "stalling." Suggested Rule No. 1 defines for coaches, referee and wrestlers what shall be considered stalling on the feet. There need be no question about it. There are and always will be some differences in the way things are seen by various match officials but at least there need be no difference of opinion as to what the rule means.

Suggested Rule No. 2 eliminates one of the most used methods of playing the waiting game from the top position. Making the "waist-lock" method of riding an opponent illegal at all times, even when the under man gets his feet on the mat, will really make the top man "scratch" to get something worthwhile on the under man before escape is begun. Especially will this be true with Suggested Rule No. 3 making the old ankle and foot rides illegal.

The writer has held inter-squad wrestling bouts using these suggested "stalling" rules, and they *work!* While wrestling on the mat, either one wrestler really gets into a grave predicament or the men come to their feet facing each other in a very short time.

Suggested Rule No. 1 then comes into effect and causes aggressive wrestling on the feet. Experience has shown that under this plan the men soon "hit the mat" again after one wrestler has escaped. It may be necessary under this system to shorten the matches, or allow one-minute rest periods between each three-minute round as in boxing.

It is hoped that teachers and coaches of wrestling in schools and in the armed services will try out the ideas suggested here. It is not claimed that all the problems can be solved by these suggestions. If we want to see faster, more spectacular wrestling, we must experiment with new ideas, even though they might seem radical. Wrestling can have a great future in the schools and colleges. Now is the time to throw out some of our old ideas about wrestling and put some life into the game. The boys will like it better, and the fans will "EAT IT UP!"

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PHYSICAL FITNESS

(Continued from page 13)

Gymnastics — Conditioning drills, dual contests, mass games and relays, apparatus and tumbling.

Individual Sports—Handball, tennis, track and field, badminton, cross-country and hiking.

Combative—Boxing, wrestling and judo.

Related Activities—Boating, riding, hiking, camping, cycling.

CONTENT OF THE BASIC PROGRAM

1. *Vigorous walking and running.* There is no better natural activity for the development of endurance than running. This part of the program should be conducted out-of-doors for the most beneficial results. Vigorous marching and hiking should be included in every physical fitness program. There is great need, now especially, for the development of a disciplined and alert response to commands and the efficient handling of groups of people. We must realize, however, that most of the activities here suggested make a contribution to the development of strength, coordination, skill, and endurance in excess of that accomplished by marching. If our job is done well, the work of the military leaders can be done more quickly and effectively.

2. *Fundamental Gymnastics*—

- a. Body conditioning exercises of the vigorous rhythmic types including exercises to develop suppleness, greater mobility of joints, strengthening of big muscles, and coordination.
- b. Self-testing stunts and tumbling which are essential to the development of agility and courage.
- c. Apparatus activities, including climbing and vaulting which require strength and skill in controlling one's body under many conditions.

3. *Games and Sports*—Here may be included aggressive team and individual sport skills where power, speed, velocity and coordination are needed for successful accomplishment. There is a place here for mass instruction in self defense.

Our basic physical fitness program for the large normal groups ought to be a rugged one if we are to accomplish the desired results. There is no place for activities of a mild nature.

CONTENT OF THE RECREATIONAL PROGRAM

Supplemental and complementary to this basic program is the broad recreational program designed to further physical fitness, to maintain organic vigor and to aid in morale. This will include the athletic program of competitive and intra-mural athletics and other related activities, primarily physical in character and so essential for the complete development of both physical and social fitness.

GENERAL PROCEDURES

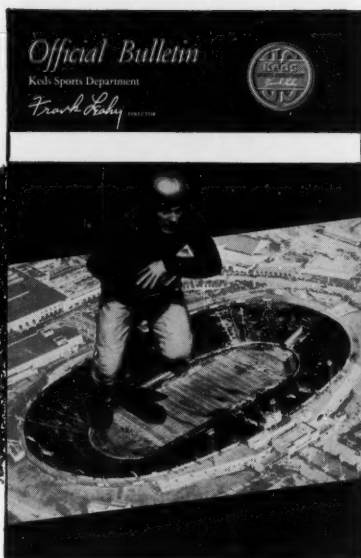
It is obvious that a program of activities in and of itself will not achieve physical fitness. Nor will expert guidance and direction by trained leaders help materially unless the attitude of the individual, that is, the will to be physically fit, becomes the prime motivation in the program's development. It is here that one must spend considerable time and thought in planning carefully the presentation of the program. Unless the boys see the need to them, for being physically fit, all other efforts will be of little value. This factor will determine the success of any fitness program.

In order to achieve this goal of physical fitness, one must follow a routine procedure. The amount of actual participation, the conditions under which these activities are performed, and the manner in which they are executed, all help to determine the level of fitness. The major steps in the process of producing physical fitness are:

1. Evaluation of the physical status of the individual through:
 - a. Medical examination by physician to determine the presence of handicapping defects. Only boys found free of organic and structural defects should be permitted to participate in a program of vigorous physical activity. Those individuals unable to participate safely in such a program should be given types and degrees of work in which they may participate with reasonable safety.
 - b. Suitable tests of strength, agility, speed, endurance and power to determine the degree of present fitness. These tests do not have to be numerous or complex. Nor should their administration consume excessive

amounts of time. A few simple tests which can be used will be discussed later in this series.

2. The immediate correction of all remediable defects such as vision and hearing and especially low grade infections (teeth, tonsils, etc.) Results of a follow-up program are often discouraging. Many times such a procedure is entirely neglected. If these defects can be eliminated while the individual is still in school, it may mean that he will avoid a draft rejection.
 3. Insistence that all participating in the program have one period of physical activity each school day in the basic program. This is perhaps the most difficult to attain from the administrative standpoint. You must sell your principal on the importance of having frequently repeated muscular exercise over long periods of time in order to achieve any acceptable degree of physical fitness. Seventy percent is not passing in time of emergency; we must strive for one-hundred percent, which, in this case means a physical activity period five times per week.
 4. Participation, at least twice per week, in a program of physical recreation and competitive athletics, sufficiently varied and intensive to supplement the basic program and to complete the well-rounded development of the individual.
 5. Periodic medical examination and physical fitness tests to determine the degree of physical fitness attained and the need for program adjustments.
- The above discussion has been a bit theoretical and has dealt largely in generalities. This was done in order that the reader might attain something of a philosophy and perspective of the ideal physical fitness program. The next article will get down to cases and present such usable things as: lesson plans, sources for teaching materials, methods of adapting your facilities to program needs, use of student leadership, equipment and supplies necessary, etc. The final article will present a system of awards based on achievement in physical fitness which SOUTHERN COACH AND ATHLETE will sponsor.



T-Formation Strategy

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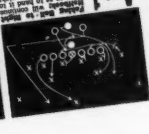
Q No. 2
This "Quick Kick" Play is executed by the fullback. How does he receive the ball when he is in the back field?

Q No. 3
What players are those and how are they lined up?

TURN THIS AD UPSIDE DOWN TO READ CORRECT ANSWERS TO T-QUIZ QUESTIONS

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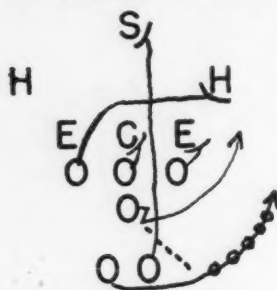
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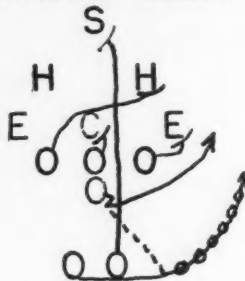
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Diagram 2

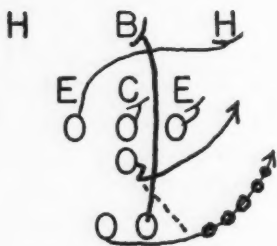
3-2-1 (HALVES OUTSIDE)



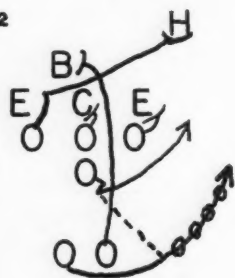
3-2-1 (HALVES INSIDE)



5-3



3-1-2



4-2

SIX-MAN FOOTBALL

(Continued from page 22)

fensive right end. Both the offensive center and right end should let their opponents show first and then set their blocks. The underhand lateral to the 5 back is a continuation of the fake to the 4 back. This is possible because of the reversed position of the snap receiver.

The other possibilities from the same play cycle will be shown only against the 3-2-1 defense (halves wide) but may be used against all defenses with certain adjustments.

Diagram No. 3 shows Play No. 11—a fake buck followed by an end around end. Snap receiver fakes to back 4 and laterals to left end (No. 1) who carries the ball around end (No. 1 hole). The fake to back 4 should draw defensive left end in. Note the reversed position makes the lateral to the end a quick and simple play. The snap receiver in blocking the defensive end should use a "bother" block and should not turn his side into the end because of the chance of coming in contact with the knees of a hard driving end.

Triple spinner plays may be used in six man if the reversed snap receiver is used. In June, 1940, Captain E. P. Coleman, now head football coach at the Wentworth Military Academy, Lexington, Mo., created a sensation in eleven man football coaching circles with an article on the mechanics of his triple spinner attack in which three men spin over the ball at the same time. Captain Coleman's triple spinners are eleven man football plays but his basic idea may be used in six man with the aid of the reversed snap receiver.

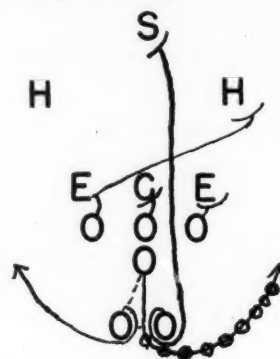
Diagram No. 4 shows a triple spin play. The snap receiver (No. 6) makes a clear pass to No. 5. As the ball comes back, both deep backs step forward with their outside legs. The deep backs are now facing each other leaving a gap for No. 6 to run through. The deep backs spin simultaneously as No. 6 enters the gap. No. 5 gives the ball to No. 6 who carries it around right end. No. 4 fakes a buck into the line and No. 5 fakes carrying the ball around left end. The right end and center wait for their opponents to show and then set their blocks. The left end steps into his opponent and then blocks the left defensive half.

The possibilities of plays from the triple spin in six man football are many. Only one triple spin play is

Diagram 3



Diagram 4



diagrammed since the purpose of this article is to call attention to the advantages of the reversed snap receiver. The reversed position makes it possible for the snap receiver to make a clear pass, follow the pass quickly and enter the gap as the deep backs spin. The delay would be too long from any other position.

Six man football coaches who wish to add speed and deception to their offense will find the reversed snap receiver useful.

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Comments on Six-Man Football

By H. V. PORTER

THE wide use which is being made of six-man football in the armed force camps has directed increased attention to the game. The high schools of Baltimore, Maryland, are among those which have formed a six-man football league. This league is made up of seven high schools and a full six-man schedule was played in 1943. Athletic Director Claxton O'Connor of Boys' Latin School concludes a statistical study of the season with the statement that the game has proved to be popular and that it is being continued, not because of any shortage of players, but because it permits a greater number of boys to play with more opportunity for fun and a smaller injury risk.

Small schools which can not fully equip enough players for the eleven-man game would probably find the six-man game well adapted to their needs. Soft-soled shoes with canvas tops are used in the six-man game and the shoes, which are made with synthetic rubber soles, appear to be

satisfactory for such outdoor use. Consequently, there is no reason to believe that there will be any particular shortage in footwear for those who desire to play the game.

The six-man football rules are summarized in the supplement of the regular National Federation football rules book and also a separate detailed code of rules is available. The primary difference between the eleven-man and six-man game is that there must always be at least one pass or kick in each down and all six players of a team are eligible to handle the ball, including catching a forward pass. Any pass which ends behind the line of scrimmage is treated the same as a backward pass and the pass remains in play even though it may strike the ground.

As a result of these and similar rules, there is more running, passing and kicking and less line plunging than in the eleven-man game. The game is an excellent conditioner for those who will be called for military service or other strenuous activity.

PENETRATING ZONE DEFENSE

(Continued from page 16)

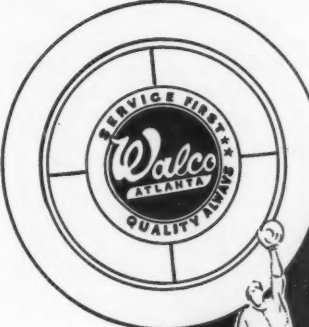
bounce pass from either guard for a one-hand push shot at the basket (diagram 2). The next best play is to draw either or both of the back men out of position and score a lay up shot. Number 5 passes ball in to No. 2 who sets to shoot or dribbles in a step. Defensive No. 2 will move out to block the shot or dribble. No. 2 then passes to No. 3 who has moved toward No. 2 and the incoming ball. If defense No. 3 does not cover No. 3 he can turn for a shot. If he does cover, No. 3 should hook pass or back bounce the ball to No. 1 who is cutting for the basket (diagram 3).

We have enjoyed considerable success against this type of zone by unbalancing our offensive formation. We place four men on one half of the court and leave our best shot by himself in the other half as shown in diagram 4.

The defense will eventually move into the positions charted, after the ball has been moved around between the four offensive men. This formation makes for some nice ball handling and the boys like it. The 1st play from the situation after the ball has been moved around would be a pass to No. 1 who has plenty of floor space in which to maneuver. This

pass should be made over the defense by either No. 2 or No. 5 (diagram 5). The 2nd play would be a pass into No. 3 who takes a step or two to meet the ball. No. 3 can shoot or if covered by defensive No. 3, back pass or hook pass to No. 1 who is cutting for the basket from the open spaces (diagram 6). The 3rd play from this set-up would be for No. 1 to take a bounce from No. 2 or No. 5 as he cuts across the circle and shoots a one-hand push shot at the basket. (Diagram 7.)

Diagram No. 8 shows a continuation of this situation. If No. 1 is successful with his push shot from the free throw line, defense No. 1 will slide to cover him as he goes across the circle. Keep No. 1 moving across toward the opposite corner and have No. 3 move to his right and then come out after the ball and take it behind No. 1. If he is free he can shoot, if not No. 4 is cutting around the open half of the floor toward the basket and takes a pass from No. 3. By now the defense should be calling time out, and if you have worked your stuff, they will come out in a man for man and that is another story. However, if you will experiment with this formation, I am sure you can work out a lot of variations of your own which will stand you in good stead. I will be glad to hear from any of you on this.



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BLOCKING*(Continued from page 14)*

The real player is a self-sacrificing individual who gets pleasure in blocking. He does not begrudge nor envy any ball carrier. Team morale comes from boys who want to excel as blockers—not as ball carriers. Such a team spirit will overwhelm and crush the resistance of most opponents.

In the so-called Notre Dame formation, we have found that we have better results with our most effective blocking guard playing the right guard. He should certainly be the faster of the two. On some of our reverses, he is the only lineman pulling out, hence the necessity of speed. Likewise, we are more successful with the best blocking back playing the quarterback or blocking back spot, with the next best blocking back at fullback. We only use one man blocking an end. To some coaches this is not enough. We have found that there is no "passing the buck" when one man is assigned to block an end alone. This has proved successful for us. This one blocker may be either of three backs depending upon the play, position, and situation. On an off tackle play, regular shift, we use the fullback, on reverses we use the quarterback and on quick plays we use the halfback.

In every case it is better if the blocker keeps his feet, never going down. Once a man is on the ground it is 10 men against 11. Two on the ground is 9 against 11, and so on. High school boys soon catch on to the importance of keeping their feet. In every instance it is necessary for the blocker to keep his head between the ball carrier and defensive man that he is blocking. Thus it is harder for the defensive man to get away from the blocker.

There are various types of blocks, but a high school coach will find that his offense will be more effective by using three or four types of blocks. These three or four types of blocks should be practiced until perfected. Perfection only comes from continued practice. After correct form is attained then comes practice, practice. Once we get a boy with good form he is pointed out as an example to others.

The block we use most is the shoulder block. It may be used by linemen and backs alike. No. 1 cut illustrates the shoulder block. We like for the boy to have his feet well spread, this prevents losing balance. The player is on the toes and balls of his feet, this gives him power.

His head is up and the contact blocking arm is drawn up to give more blocking surface. In using the shoulder block in the line, it is more effective if the lineman takes a short step away from the opponent slightly dropping his blocking shoulder and head to get under the hands and arms of the opponent. Once contact has been obtained, short, digging steps are used. In using the shoulder block in downfield blocking, the blocker slows up just before reaching the opponent. Once contact has been obtained a slight lift and then speed. (Cut No. 2 shows downfield shoulder blocking. Same rules prevail.)

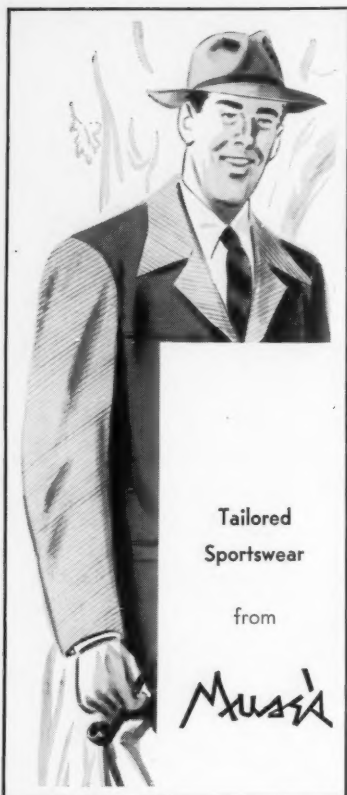
In two on one blocking for quick opening plays, we want one lineman to drive head-on the defensive player. He is the "post." The other of the two takes a short quick outward step to get the proper angle. Both offensive players get a quick shoulder and head dip, coming up quickly. At all times they should never take their vision off their objective. (No. 3 illustrates.)

We find the high body block effective for linemen where they are assigned to keep an opposing lineman out of a play. Our tackles use this block almost exclusively. However, occasionally on wide plays the end finds it effective on boxing in or out a tackle.

The blocker takes a quick, short step away from the defensive man. He strives in making the high body block to meet his opponent at a 45 degree angle. With both hands and feet on the ground he is able to move with the defensive player. He should keep contact to make the block effective. Too, the player must at all times keep himself between the ball carrier and the man he is blocking. (No. 4 illustrates.)

The rolling or clip block is used occasionally and then in open field. The blocker slows down just before reaching the opponent and then throws his body in a rolling movement in front of the ball carrier.

We find that offensive and even defensive line play, can best be perfected by scrimmage with the two lines only. In such a scrimmage, we do not use an offensive backfield. By such an arrangement, undisturbed attention can be given to individual form and execution of assignments without interference from backfield. Here we are able to see that every detail is minutely carried out with accuracy and aggressiveness. More time will naturally have to be spent



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with offensive play and blocking than with defensive lineplay and tackling. The best possible defense will not score nor win games, so most of the coach's time will best be spent in developing a scoring punch. Years ago the late Knute Rockne said that the "best defense in the world is a good offense."

SOUTHERN SCHOOLS

(Continued from page 9)

a 25-7 lacing. Next the co-Champions of Chicago, Mount Carmel High School, came south for an inter-sectional game with the "Blue Jays" in a Little Sugar Bowl contest on December 26. Confident again in their record and advantage in weight, the Mount Carmel team was going to prove in the words of Archie Ward of the Chicago Tribune "that the best Prep football in the nation is played in Chicago." The boys from the Windy City went north with the short end of a 12-0 shellacking from the Jesuit Blue Jays.

In addition to training athletes, Coach Gernon Brown, athletic mentor for the past decade at the Carrollton Avenue School, has fashioned more than one creditable prep coach who learned his ABC's of coaching under his directing eye while assisting him with the Blue Jays. Today Brown is the President of the Louisiana High School Coaches Association.

MILITARY TRAINING

For the past two years military training has become a regular part of the daily school routine. The Blue Jay Marines are under the direct supervision of the regular United States Marine Corps, the only school in America where the leathernecks of Uncle Sam have taken over the military training of high school boys. The Blue Jay Marine Band, 75 pieces strong, provides music for the khaki-clad students as they swing along in marching rhythm to the tune of the Marines' "Semper Fidelis," a fitting motto for the boys' loyalty to school and country.

Ever keeping pace with the times, many a loyal son of Jesuit High has gone out to fight his country's battles in every theater of the war. The school's service flag lists 1,175 former Jesuit students with the armed services. Twenty-one of them have made the supreme sacrifice for the America they have been taught to love in their high school days.

S.F.O.A. MEETING

(Continued from page 24)

The meeting was so arranged that any member who was pressed for time, or for any other complication, could attend the all-day Saturday session and secure the main part of the program. This was arranged whereby a member could secure the best out of the meeting if it were possible for him to attend this meeting on a one day basis only. All of the Rules and Manual Exams, as well as the School Sessions, and the Training Program, were held on Saturday to make this possible in order to assure any member that he would get the most possible out of the program. This was arranged in view of travel, war conditions, as well as conditions generally, for the benefit of all concerned.

During the business session, the Officers elected for 1945 were: Gus Tebell, President, J. P. "Buck" Cheves, Vice-President; and A. R. Hutchens, Secretary-Treasurer. The Directors whose terms expired this year were Alabama, Florida, and Georgia. The men elected to replace these Directors for a three year term were: Harry G. Mouat for the Alabama District; R. J. Welsh for the Florida District; J. P. "Buck" Cheves for the Georgia District. The other Directors are as follows: Battle Bagley for the Tennessee District; two additional years; Gus Tebell for the Virginia and West Virginia District, two additional years; Rumsey Taylor for the Kentucky and Ohio District, one additional year; J. J. Lynch for the Louisiana District, one additional year; A. Paul Menton for the Maryland and D. C. District, one additional year; J. E. Burghard for the Mississippi and Arkansas District, one additional year; K. C. Gerard for the North Carolina District, two additional years; and T. B. Amis for the South Carolina District, two additional years.

The meeting on Saturday, September 2nd, consisted, chiefly, of the School Sessions, as well as the Training Program and Speed Tests, which were held at Grant Field, Georgia School of Technology. The results of the Speed Tests were very close to par throughout all groups. In all, sixty-nine (69) men ran the 50-yard dash at 7.0 or under, and only ten were slower than 7.5. The Field Judges were in front with a group average of 6.9. Referees next with 7.0. Linesmen third with 7.1 and Umpires last with 7.2.

On the Rules Exams, the top men in the Referees made a grade of 96%; the Linesmen, 96%; Field Judges, 96%; Umpires, 92%. On the

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manual exams, the top men for the Field Judges made a grade of 98%; Referees, 94%; Umpires, 88%; Linesmen, 86%.

Distinguished and welcome guests who registered were: Rules Committeeman W. A. Alexander, Georgia Tech; Coach Wallace Butts, University of Georgia; Lt. Comdr. Matty Bell, Lt. R. W. "Ducky" Pond, and Lt. Haskell of Georgia Pre-Flight School; Lt. Comdr. Glenn Killinger of North Carolina Pre-Flight School; Coach W. L. Lavel, Newberry College; Coach Shorty Doyal of Atlanta Boys High; Colonel Harlan Mumma.

On Sunday, Coach W. A. Alexander, Representative of the Third District of the N. C. A. A., conducted the Association's 1944 Rules Session for members and coaches. During this discussion, Coach Alexander cleared up quite a number of points of doubt for all coaches, as well as officials, in order to insure uniform rules for the 1944 football season. Rules Committeeman Alexander recommended that all teams in his District do "play by the book" in both sectional and inter-sectional games. Accordingly, SFOA members will officiate each game "by the book," unless exceptions are proposed by one of the Coaches concerned.

This Sunday session completed the Annual Meeting at 11 a. m. Sunday morning, September 3rd, 1944.

October, 1944

Be Fit!

A well conducted sports program contributes to physical fitness and to the national welfare. Each player adds to the sum-total of national strength by training himself in the skills, appreciations and health concepts which make a good sports contest.

Each coach and instructor performs a national service when he secures mass participation in training activities which are a part of each sport.

The expression "Be Fit!" was recommended as a slogan in the campaign to raise the standards of fitness in the nation. This recommendation was made at the summer meeting of the National Physical Fitness Committee. This meeting brought together representatives from nearly all of the national groups which were interested in health, fitness and welfare. The American Medical Association was represented by many of its officers and this organization has joined forces with the fitness committee in a program designed to make it the style to be fit.

The manpower and facilities of the American Medical Association and of many nationally known industrial firms were offered as aids to the program.

Among the groups which held an all-day discussion session for the outlining of a program designed to further emphasize the need for physical fitness activities was the Subcommittee on

Schools and Colleges. This group included representatives from the United States Office of Education, the American Association of Health and Physical Education, the National High School Federation and the National Collegiate Athletic Association. Among the recommendations which grew out of this session were the following:

It was recommended that there be additions to the staff in the United States Office of Education and that increased powers be granted the staff in connection with supervision of physical education. It was pointed out that at the present time there is only one member of the staff (Dr. Arthur H. Steinhaus) who devotes his full time to problems connected with physical education. It was further recommended that no athletic activity be sanctioned by the National Committee on Physical Fitness until a careful study has been made of the rules and regulations of organizations such as the National Federation and

the National Collegiate and that no proposed activity receive any support from the committee until it is apparent that it will not violate any such regulations or policies. It was pointed out that a wholesome and respected program of school athletics has been made possible through such regulations and policies which have been developed over the past fifty years. The group was unanimously of the opinion that the whole fitness program would be retarded if the committee failed to respect the rules and regulations of well established reputable athletic organizations.

The National Fitness Committee expressed its approval of the general idea of directing war memorial efforts toward a type of memorial which would be useful for many years. Among such types are athletic and recreational fields, and indoor facilities for the physical training departments of schools and industrial organizations.

This committee has secured the services of competent architects who have collected pictorial, diagram and informative material dealing with possibilities in this field and the organization which may be set up for securing action. Schools may secure needed information from a small pamphlet which most state high school associations are sending to each school or which will be sent on request by the State Association or the National Federation office. There is also a more comprehensive booklet containing detailed plans. This may be secured by special request made to the state association office.

— H. V. Porter.

STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACTS OF CONGRESS OF AUGUST 24, 1912, AND MARCH 3, 1933

Of Southern Coach and Athlete published monthly, except July and August, at Decatur, Georgia, for October, 1944.

STATE OF GEORGIA

COUNTY OF FULTON

Before me, a Notary Public in and for the State and county aforesaid, personally appeared Dwight Keith, who, having been duly sworn according to law, deposes and says that he is the editor publisher and owner of the Southern Coach and Athlete and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, as amended by the Act of March 3, 1933, embodied in section 537, Postal Laws and Regulations, printed on the reverse of this form, to wit:

That the names and addresses of the publisher, editor, managing editor, and business managers are:

Publisher, Dwight Keith, 751 Park Drive, Atlanta, Ga.; Editor, Dwight Keith; Managing Editor, Dwight Keith; Business Manager, Dwight Keith.

That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are: None.

DWIGHT KEITH,

Editor, Publisher, and

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My commission expires Oct. 3, 1944)

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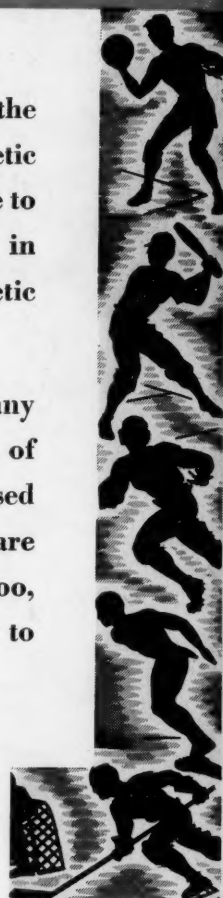
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Early in October our monthly publication will be in the mails, and we would like to get a few more of you athletic fellows on our mailing list. The **OBSERVER** is sent free to Coaches and others connected with the athletic setup in Schools, Colleges, Industrial Organizations and to Athletic Officers in the service.

It is written in a free and easy style, and has for many years been giving valuable information on the Care of Athletic Equipment. Both the Army and Navy have used the **OBSERVER** freely in preparing instructions on the Care of Athletic Equipment to service men everywhere. You, too, can profit by reading its spicy, pertinent advice on how to get the most service out of your athletic equipment.

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